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PROPOSED PROCEDURES
IN THE DEVELOPMENT AND INITIATION
OF AN ELEMENTARY SCHOOL GUIDANCE PROGRAM

by

Andrew Cain

July 1962

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OF AN ELEMENTARY SCHOOL GUIDANCE PROGRAM

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PREFACE

The Elementary School Guidance Program described in this paper is designed for kindergarten through grade six, and this will be the reference when the term elementary is used. This program would take very few additions to be extended through any type of junior high school.

Its planning is to entail very little cost in dollars and cents. Most schools are probably spending an equal amount on different types of testing and not receiving full benefits from their findings. The greatest monetary expense would be the hiring of a person to head the program.

The greatest intangible expenditure will be energy on the part of those in the program. This energy expended will have to come from those comprising the staff of the school.

It is felt the benefits from this type of program will be reaped when the demands come from the classroom teachers. The teacher is always the key person, and this should especially be kept in mind when something new is being presented.

It may be superfluous to say that this suggested program cannot be followed to the letter by all schools. Plant facilities, operating funds, background and experience of teachers, and community culture play a great part in the trend of any major endeavor and determine sometimes what can and cannot be done.

INTRODUCTION

Many schools today state that they have an "Elementary Guidance Program." This statement is made when conversation is held between teachers of different systems, between principals at group meetings, or when answering questionnaires from the state office.

The statement given above is not denied in this paper for any type of educational experience is truly a guidance program. The underlying idea of this paper is to suggest a method which can contribute to the emergence of a guidance program which will not only benefit the child and parent but will also create an atmosphere whereby a teacher will be able to work with less tensions. If a conscious effort is made (1) to synthesize the ideas of all school personnel, (2) to utilize the existing knowledge, (3) to formulate an overall plan of consistency, the emergence of such a guidance program will be evident.

CHAPTER I

PHILOSOPHICAL REASONING FOR THE PROGRAM

Introduction

Authorities have stated that people are sovereign and schools are a product of the people. These people have equal right to receive educational training within limits of the people offering that education and within limits of the capacity of the individual to learn. This idea has grown so in our society that it is hoped by some people to include from the one extreme of complete housing and training for the idiot to the other extreme of re-education for the retired person.

An accepted axiom in our society is when a child reaches a set chronological age and if his behavior is not to "complete distraction" then he will be enrolled in school. The schools of today must cope with this position as well as with the growing idea that all children from the "trainable" to the "genius" are entitled, if not endowed by their Creator with the right, to receive educational training which will allow, if not enhance, full maturity.

The position taken here is that in the "average" elementary school a certified teacher does not have the training to meet the above stated demands upon her. The enormity of the teaching load and the nature of elementary children would not allow the desired goal to be met even if the training were sufficient.

Pre-school Culture

In a presentation such as this, it may suffice to make one broad statement which will exemplify the problem. The realms of ideas and ideals are the greatest factors brought to school by beginners. The physical habits acquired in infancy may be overcome by the beginners' associations with the group, but the patterns of thinking, judgment of thinking, and judgment of values take more than just routine associations.

This pre-school training varies in the field of the abstract from a dogmatic religious point of view to the complete voidance of a deity and in the field of personal relationships from the observance and regard for the rights of others to the only limitation placed upon one being his lack of physical strength to overpower those about him.

One student with the will to commit an act may upset the group learning situation for the entire morning. This act may have come from the mere fact that a child was not allowed to behave in a manner which, if he were in his home, would have gone unnoticed. It may not be the wrongness of the act which needed correction but the training received by the pupil when not allowed to commit a desired activity.

The accepted fact is that a young person's education in a school does not start at the beginning of his life but some five or six years later. Regardless of when his formal education is initiated, a great deal of damage has already been done. The teacher finds that she is dealing with ignorance, half-truths, and accepted errors in many instances.

In a majority of communities the heterogenous population compounds problems many times. These dissimilar backgrounds bring flavors and tinges to class which, if allowed to continue, would create many problems in the lives of students.

Nature of the Elementary Pupil

Just being of elementary age carries a myriad of connotations. They are listed by some under subtopics of inherited or environmental. Others are a little more systematic and catalogue such variances as wholeness, self-expression, emotional prerequisites, child plasticity, and such simple terms as basic needs for sound mental health.

Regardless of classification and origination there comes to the elementary grades each year a host of individuals, each one exercising all the energies released by the mere fact of being alive. The old adage of one plus one equaling two no longer holds true. When one elementary student associates with another, there is released a combination which is greater than the sum of the two. With such combinations multiplied, there evolves an energy mass that takes a constant surveillance to keep it from erupting. In those first crucial years, it takes the best teachers our colleges and universities can produce to shape, channel, and inspire this mass of energy.

Elementary Problems

The change from family life to a school life at the age of five or six requires considerable new learning on the part of the child. He must now function as a member of a classroom group and as a member of a group on the playground. In clinical work it is found that many adjustment problems become serious at this point.¹

This "magic school number" in the age of a pupil means many things have been assumed. Whether he has developed mentally or physically is not taken into consideration unless it is an extreme case. Roger Ulich explains these experiences of the pupil as being important

¹Herbert A. Carrol, Mental Hygiene: The Dynamics of Adjustment (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 139.

factors in the final development of a child. He says:

Certainly one of the reasons why we have so much unhappiness is that a person ventures, or is pushed, too early from his mental abode into activities which are to him more frightening than inviting. Rarely can a person pass successfully from one level of experience to the next, unless he has acquired some self-confidence from feeling "at home" and fairly secure on the stage which he is going to leave. Man's self-transcendence becomes chaotic and self-defeating if the ties are broken which from the beginning have helped him in formation of his self and his sense of belonging.²

An analogy may be drawn from the story of two small rabbits. As one was growing up, he would leave the burrow each day and return with the feeling of security that this is home and I am safe. The next day he would go just a little further than the day before but always returning knowing that, regardless of what happened, his burrow would always be waiting. When he grew to be an adult, he was able to go out in the world and make his way with the greatest of confidence. The second rabbit was not so fortunate. As he grew up his life became very confusing. Some days when he returned his burrow would be torn up or occupied by others. He never knew for sure just what to expect when he returned home. This caused many doubts and fears to build up within him. Even when he reached adulthood, he did not "know for sure" in the many activities of life.

Boys and girls are not rabbits. But as they experience the early years of schooling, they need some place in which security can be found. Many homes do not offer this security for reasons which would not help solve the problem should they be offered here. But the schools could take further steps to give support to the basic needs in "those so important" years.

²Roger Ulich, The Human Career: A Philosophy of Self-Transcendence (New York: Harper and Brothers, 1955), p. 7.

As the trial and error method affects the lives of adults, it is also one of the outstanding methods by which a preadolescent determines what will give him the most satisfaction and enjoyment. In this choice of trial and error, the normal classroom methods of teacher's approval, of reward or punishment, will work neither satisfactorily in all cases nor in all phases of learning. Though children who are admitted to public schools are considered normal, many students are abnormal in factors which may not be detected by the classroom teacher. This was true in the case of a first grade pupil who was facing the possibility of being retained. The teacher could not understand why a student who had scored normal on the California Mental Maturity Test could not repeat a simple arithmetic problem of counting objects up to five in number. Not until the pupil had received a Diagnostic Mental Maturity Test was it found that he was almost void of intelligence in number factors. This low result was offset by a very high score in another area making the normal score on the previous test possible. If the above mentioned "normal" - "abnormal" situations were not understood, the pupil may be thought of as a stubborn, arrogant and defiant child.

Great harm may be done to the personality of a primary pupil if punishment is applied for reasons which the pupil cannot control. Without making the continuous mistake of expecting that which is impossible from a pupil, surely enough other mistakes are made by a conscientious teacher who is confronted with the temperament of twenty to thirty pupils from the time the first one comes in the door in the morning until the last one leaves in the evening.

Because primary students can be kept in hand by the teacher's

intelligence or brute strength, their problems do not usually rise to the level of recognition as do those of students on the junior high or senior high school level. People are not greatly moved with the statement that a first grader ran away from school or a second grade pupil took a pencil that belonged to another child. But when the general public reads in the newspaper that a high school student has stolen a car and left home, it is eager to blame the school.

If the reason for an act committed in the primary grades is not found and corrected, that reason may motivate the pupil to commit an act which will later cause him to be separated from society. In many cases, if they are identified in the early stages, these problems may be completely solved if not eased to the point of understanding.

Many problems are hinted at, but often their sources are never found. Difficulties are recorded on the cumulative records in the closing week of school. They are reported in such terms as "weak in reading", "very quiet", "trouble maker", or some other descriptive terms which mean only that the student gave the teacher trouble. Or perhaps that he or she was aware of some difference but was not sure of just what. There should be open doors for testing and counseling, and the results from the tests might offer the teacher an essential insight to many problems. These results would also be used to single out extreme cases which would have to be referred to more specialized and qualified agencies.

CHAPTER II

IDEAS UNDERLYING THE TOTAL PROGRAM

Introduction

As man first began to pass to others accumulated knowledge, he was aware of factors which help determine his success. These factors could not be identified at all times, or why they were more successful some times than others could not be explained.

Each field of endeavor has developed ideas which appear to be best suited to it. The guidance field is no exception, for its difference is that of immaturity in development. This is especially true in the elementary field. It was not until the White House Conference on Children and Youth in 1960 that real national recognition was given to elementary guidance. The conference recommended "that the ratio of students to elementary counselor be 600 to 1."¹ This has set the stage for many suggested projects in the United States. (A list of these projects may be found in APPENDIX I.)

School Atmosphere

In recent years, much has been done in the study of the subconscious. Stimuli received by individuals and recorded as a part of the subconscious do much to aid psychological maturity. Lindgren says that this maturity "is not a state which one attains, but rather a goal

¹U.S., 1960 White House Conference, Recommendations on Children and Youth, March 27 - April 2, 1960, p.26.

or, better stated, a direction of development."² He continues to say that one never reaches the place where he "has arrived", but one is "continually arriving."

One factor which would be most effective on this "continually arriving" process would be atmosphere. Most students spend one third their waking hours at school. Therefore the total atmosphere of the school should be pleasing, stimulating, and inspiring. This atmosphere cannot be one of chance or spasmodic planning, but must be the result of planning, evaluation, and replanning.

The type of school atmosphere necessary can be created if the desired results are known. Those responsible for these results should observe things as they are and then begin their planning. This planning must be with much forethought for sometimes thoughtless, haphazard changes can cause friction which would outweigh any good obtained. More will be said about planning and those who should be responsible for the planning in a later chapter.

Teacher-Pupil Relationship

Teacher-pupil relationship in the classroom is the heart of the educational program and therefore the core of the guidance program.

"Guidance in the elementary school is carried on then as a basic part of the daily work of the teacher."³

This daily work challenges the teacher as he presents his allotted subject matter, and as William Lewis explains it, "As much as possible, the course content should reflect the concept of the

²Henry Clay Lindgren, Psychology of Personal and Social Adjustment (New York: American Bond Co., 1959), p. 10.

³Eleanor M. Anglin, "Guidance in the Elementary School," National Elementary Principal, XLI, No. 4 (January, 1962), 55.

supremacy of the individual regardless of his academic ability, the correctness of the English he uses, or the aesthetic values reflected by his choice of clothing."⁴ Through this type of subject presentation, the teacher will be able to maintain a type of discipline that will demonstrate to pupils that they are important and what they are doing is important.

Students quickly recognize an unempathic teacher, and regardless of the exchange of surface formalities learning is hampered. This unconscious exchange and sharing opens or shuts the door thus setting limits of learning on a child. Therefore one of the greatest tasks of the teacher is to administer equality within her limits. When she realizes her shortcomings, the teacher should not feel her position is in jeopardy when help is sought to solve a problem.

Teacher-Parent Relationship

Gone are the days when the teacher was looked upon as the walking encyclopedia of the community. The teacher no longer holds the highest seat of learning. As the years have passed, demands of our age have set requirements which are equivalent to those of the teaching profession on many other professions. This has probably done much to set things in their proper perspective and consequently have been an aid to education.

The community is realizing there is no magic key to learning or set of rules in the classroom that children may absorb just by fulfilling the set attendance regulations. The awareness is great today that the schools are only the centers of educational activities, and

⁴William A. Lewis, "Influencing Student Decisions and Behavior," Illinois Educational Press Bulletin, LII (February, 1961), 32-34.

it is from them that direction and evaluation is to come.

The teacher-parent relationship has taken on new light and should be used to its fullest extent. Schools should seek the help of parents in trying to solve the children's problems. Alice Abbe explains in her article in the Elementary School Journal, "If the child manifests some kind of difficulty and the parents' efforts are unavailing, the parents are not failures because they seek help. On the contrary, they are conscientious parents for they see their responsibility for helping the child develop into a happy useful adult and take what steps are necessary to help him achieve that goal."⁵ This type of relationship should be the object of any guidance program. When parents realize all students have problems, the parents will face their own problems openly and realistically.

Group and Individual Testing

Because to some the terms guidance and testing are synonymous, testing will be given special treatment. Testing as such should fall under the section of "Pupil Problem Finding" where it should be used as a tool and not as an end in itself. This is the reason for much of the criticism given testing today. The process has been test, score, and record on the permanent records. There has been very little if any effort made to analyze the results, and practically no effort made to use the information whether it has reference to individuals, a class, or the school.

First the goals of the program should be known. There should always be a definite purpose in mind with each test given. This should

⁵Alice E. Abbe, "Consultation to a School Guidance Program," Elementary School Journal, LXI (March, 1961), 331-37.

be true whether it is a standardized test, staff made test, or teacher constructed test to be used in the classroom.

Below are listed some goals a testing program may have. These goals are basic to most testing programs, and similar lists may be found in most books concerning testing. Each school should add goals that are unique to its own system.

1. Aid for self-evaluation by the teacher
2. Objective measurement to help the student in identifying his strengths and weaknesses
3. Improvement of curriculum
4. An aid in the understanding of individual differences

Regardless of the level of training received by those using the test results, there should be some type of inservice training at the beginning of a program and also some recognized procedure of orientation for new teachers. This should include such basic discussion questions as what is the purpose of the test, how the results are to be used in our system, and does this apply to all grades and to every type of student.

Testing as such is in its infancy compared to other fields. But in this youth there has come to the top two types of tests which are used extensively. The achievement test and mental maturity test have become such standards that some cumulative records have a special place for their recording.

Though these two tests have become part of the foundation of many programs, the time at which they should be administered has not reached a place of agreement. Maybe this is as it should be. Area differences, plant facilities, and the type of remedial program a school has may help decide the proper time.

A suggested time for the mental maturity test for kindergarten

through grade six appears to be with grade one and grade four. Some schools have gone to the kindergarten for first administering the test, but this seems a little early. The reason for selecting grade four for the second testing is that many new concepts are added to the curriculum at this grade level. It is at this age that problems of physical development and social maturity make their greatest appearance.

A suggestion may be inserted here that if, for some reason, the teacher doubts the validity of a score received by a student on a group test, or the score of a student varies to a great degree from one received on a previous test, special attention should be given to the student. Here would be the place for an individual diagnostic test to be given by a specialist in the guidance department.

Many other tests may supplement the basic program and after successful use may become a part of the regular program. Some suggested tests to be used are aptitude tests, interest tests, personality or inventory tests, and tests of subject matter to aid in diagnosing the individual student's areas of strengths and weaknesses.

Pupil-Problem Identification

There have been several implications to problem identification thus far mentioned in this paper. In CHAPTER I under Elementary Problems, reference was made to remarks placed on the individual cumulative records by the teachers. These remarks could be the starting place for pupil-problem identification. The principal's records of those sent to him or those called to his office could expand the starting place of our search. These are a good basis and should never be overlooked, but it should also be kept in mind that problems as such are "a series of

behavior products⁶

Henry Weitz lists four characteristics common to all problems:

1. They emerge as the result of some obstruction to ongoing behavior of the client (student).
2. Their frustrating state of affairs leads to anxiety.
3. Before coming to the counselor, the client has usually made an attempt to solve his problems and hence reduced his anxieties with the response repertory at his disposal.
4. The anxiety responses being evolved in the present behavior products are reactions to future stimuli.⁷

Mr. Weitz made the list above with reference to problems coming into the counselor's office, but the same characteristics also apply to any type of problem which appears under the auspices of the school. The author further states that when a problem comes to the surface it is usually not the real problem. Not only is it concealed by defense mechanisms, but the anticipation of the future has added concealment upon concealment.⁸

With the previously mentioned caution in mind, pupil-problem identification can start with teacher judgment, report card results, basic program test scores, obvious deviants from the "normal" social patterns, and reports from parents.

It does not take long to see that there will arise more problems than could possibly be coped with on an individual counselor-pupil basis. In the preceding three years as a building principal, the writer's attention has been focused on sufficient problems and problem areas to make evident the necessity that a new approach be made to the problem if the elementary school is to do the job expected of it. The approach presented here will be in the form of prevention rather than correction.

⁶Henry Weitz, "Guidance as Behavior Changes," Personnel and Guidance Journal, XXXIX (March, 1961), 550.

⁷Ibid., p. 558.

⁸Ibid., p. 560.

This does not mean that the routine, ordinary problems will not be handled for this too will be explained.

Group Problem Solving

Only a brief presentation of group problem solving will be given here as it will be expanded under the explanation of the framework of the program.

Group problem solving is not new. It is basically the process used in classroom grouping. It is the idea behind the remedial classes, educable mentally handicapped classes, and the student council. Here the idea prevails that students with like desires, difficulties, or ambitions will gain proficiency in the area of discussion. An insight will also come as each individual realizes there are others with like problems and discovers how they face reality and attempt to solve their problems.

Group problem solving should also be a part of the planning and evaluating of the guidance program. This approach will keep the program from becoming unbalanced. It also provides a way for those participating in the program to keep abreast of the progress being made and to keep the channel clear for results to be reported from the classroom.

Counseling on Basis of Adult to Student Level

The writer feels that the concept of counselor-student relationship may be harder to understand than the other proposals. Here the idea similar to that of a learned professor in the biological field may prevail.

The professor asked this question of the writer, "What are you

planning to do?"

When the answer elementary guidance was given, the professor replied, "What decisions are there for the elementary student to make? His courses are already determined."

This incident is reported to illustrate relative unfamiliarity with this still new field of elementary counseling.

Two incidents are given here to show the depths which this type of counseling can take.

Five girls were sent to the writer's office from the playground during the noon recess because they had violently disagreed about the rules of a jump rope game. All five girls were in the sixth grade, and all but one were in the upper one-third of the class academically and socially.

Each girl was given sufficient time to explain her view of the happening. A statement was inserted by the writer that it appeared all of the girls had acted hastily, and it was very hard to determine just what to do. One girl very quickly spoke up and said, "Just listen to us talk."

The idea is not implied that just talking solves all problems, but after school the girls came by the office to report everything was "all right now."

The second incident involved a second grade girl who refused to stay at school when her mother brought her back after lunch. The mother reported previous behavior of this type, but never before had the girl completely refused to stay at school. This writer was called, and after some time the child consented to go into an office and just talk about it.

During the discussion, the writer explained there were days when he did not feel like coming to school, but he was an adult, and it was his job. After further exchange of words between the writer and the student, the proposal evolved that it would be all right for the girl to go home for the afternoon. If the child would come in the next morning, a decision would be made concerning the day.

The girl returned the following morning, and she had decided she would prefer to stay in school. This event occurred two years ago, and the student is now academically in good standing and appears to be well adjusted. In this situation the exact cause of the problem remained unknown, but apparently the child had gained insight.

It is not expected that all counseling alone will be as successful as the two cases mentioned, but it is one more approach to the problem of helping the student adjust to the ever changing situation.

CHAPTER III

FRAMEWORK OF THE PROGRAM

Introduction

In CHAPTERS I and II the underlying factors of the program were presented. These factors make the guidance program more meaningful, and their understanding is necessary for maximum benefits to be gained from the total program.

Figure A is a proposed plan to emphasize the original purpose for the program and not to release any one person or group of persons from a designated responsibility.

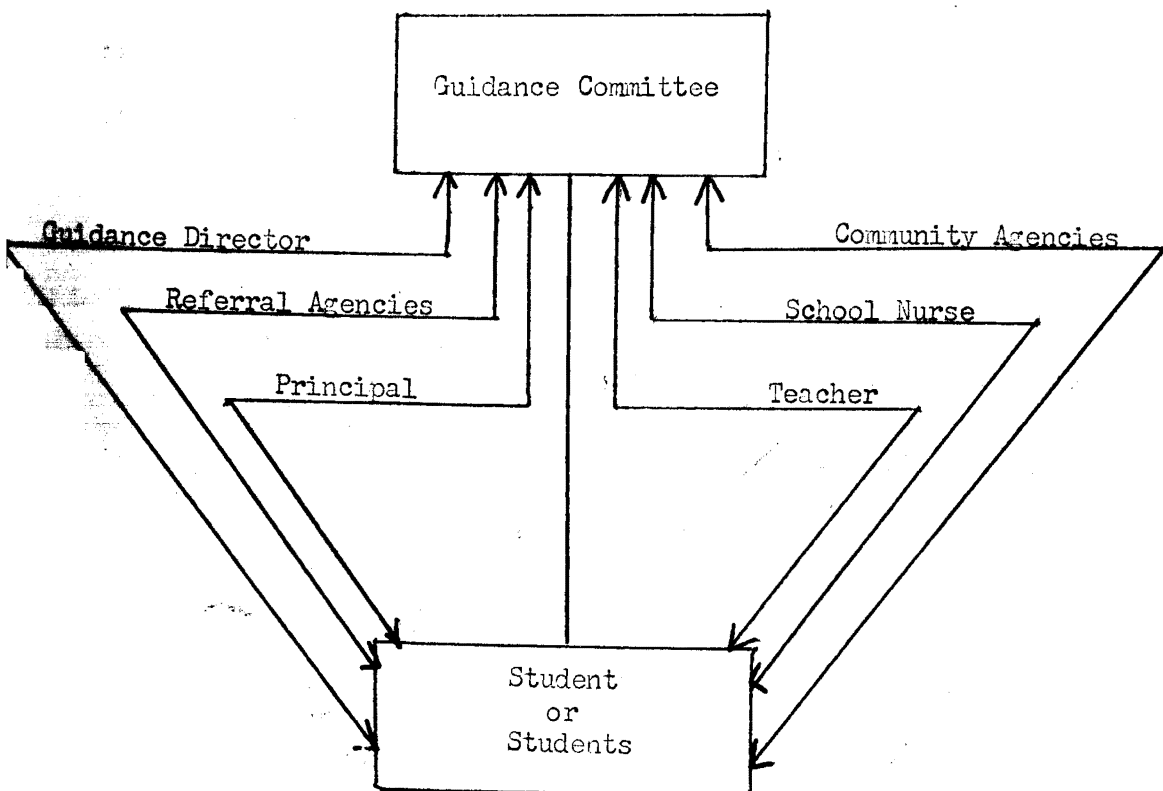


Figure A The arrows indicate the line of responsibility with reference to the Guidance Program.

Maladjustment Prevention

Maladjustment is the reason given for many behavior problems in schools. It means that a student has deliberately or subconsciously acted in a way different to that of the controlling society. In the case of the schools, the employees are the controlling society responding to the demands of the greater society, the community. If "all" those in a society are expected to respect the wishes of the majority, "all" should have reasonable knowledge of the rules.

The suggestions offered here may well be an extension of the School Atmosphere presented in CHAPTER I. It is much more positive in nature, for definite recommendations will be offered here to lessen student tension, keep down misunderstandings, and create an atmosphere pleasing to all. The suggested ways recommended to lessen school tension may not fall under the direct jurisdiction of the Guidance Department but may be classified as recommendations to the principal from the guidance committee. This should work satisfactorily as the principal is an ex officio member of all school committees.

1. School Policy — There is a term in psychology referred to as projection. This means you project into others your feelings. If you feel good, you tend to see good in others. If the school policy is understood by both teacher and students alike, it prevents friction and compounds good will. Many difficulties can be traced only to that of not knowing what was expected.
2. Parent-School Communications — There can be too many communications to parents as well as not enough. A humorous, but true, conversation between a student and his teacher will illustrate the point. The teacher was reprimanding the student because he

had not complied with a request of a school note taken home the evening before. The student answered that he was sorry, but he thought it was a P.T.A. notice, and his mother did not read P.T.A. announcements. This is not a reflection on the P.T.A., only on the frequency of notices. In the illustration given, the parent was correct for there had been an excess of notices sent home. The same can be said for too few. Notices taken home should be important and clear. Parents who have worked all day have very little patience with confusing and unimportant notices.

3. Elementary Junior Student Councils -- The school in which the writer is employed has had an active Junior Student Council for three years. During that time the body did much to create good will between the students and the school. One project undertaken by the Council was a study of the ways in which the school could be improved. The suggestions were very similar to those mentioned in a faculty discussion. This Junior Student Council included the third grade with officers limited to grades five and six.
4. Esprit de corps -- There should prevail within a school enthusiasm and devotion sufficient to instill a pride within those who are in attendance. This feeling should not reach the stage of maudlin sentimentality or jealousy.

Only four maladjustment preventions have been mentioned here. This would be a good self-improvement topic for the guidance committee, for "any" self-improvement project should act to prevent some type of maladjustment.

Personnel Responsibility

The responsibility of the personnel in "Elementary Guidance" holds one of the top places in "differed opinions." This is not startling when we are reminded that it was only in 1956 that Lewis Smith, after having teachers fill out questionnaires at Washington University, concluded that "there should be a guidance program in the elementary school, but the role of the program was indefinite."¹ Indefinite as it may be, most elementary guidance people would agree with Anglin in her statement "the Elementary Guidance Program cannot be patterned after those of the secondary schools. It has characteristic traits of its own and is emerging as a distinct field of educational experience."² But with that emergence, there has been a strong demand for teamwork, and each person on the team does have a definite responsibility.

The Principal

The principal is the person upon whose responsibility and leadership the school relies. Many things fall under his supervision which to a layman may seem unrelated. He plays the central role in the selection of new teachers with proper concepts toward children. He sets the tone of the school that signifies the worth of the individual. He is responsible for keeping a smooth-running professional environment.

These may seem unrelated to a Guidance Program, but they are the over-all influences that influence the success of the program. The principal's sympathetic support in supplying information when needed gives encouragement to those who feel their job is routine. The principal

¹Louis M. Smith, "Informal Observation in Guidance: An Observation on Elementary School Guidance," Personnel and Guidance Journal, XXXIV, No.3 (November, 1956), 179.

²Anglin, National Elementary Principal, XLI, No.4, 55.

should be able to feel the tenor of the school and act before damage can be inflicted.

Guidance Director - School Counselor

The term director in many schools indicates a position of supervisor and coordinator. This is true, but the position here described is not the head of a staff of subordinates but that of a more personal nature. The counselor should be to the guidance program what the principal is to the over-all school.

Erickson restates the recommendations made by the Commission on Guidance in American Schools in an article in the Phi Delta Kappan. This recommendation covers the counselor's responsibilities in a broad way. They are as follow:

1. Counsel students
2. Consult with teachers and administrators as they in turn deal with students
3. Study the changing facts about student population and interpret what is found to school committees and administrators
4. Coordinate counseling resources in school and communities³

The counselor should be the chairman of the guidance committee. This responsibility is the focal point from which many ideas have their birth, growth, and termination. Here is the place where the counselor exercises his ability to represent a point of view which may or may not be that of his own but is primarily that of the group.

Much has been said about the time a counselor should allot to each phase of his work. This could not become a definite schedule for not only does the community help determine time allotments, but maturity and trends of the program cause it to stay flexible.

An illustration may suffice here. It is not suggested that a

³Kenneth A. Erickson, "A Blueprint for Counseling Programs," Phi Delta Kappan, XLIII, No.7 (April, 1962), 310.

counselor make it a part of his practice to take classes when the teacher is absent, but in a new program it offers an open door to develop rapport and to be instrumental in solving particular problems. Time allotment for certain phases or a schedule for the counselor's time will come through the demands of the particular program that the community demands.

Teacher

The teacher's responsibility is the greatest of any individual comprising the school personnel. Though the guidance program is a coordinated process which involves many teachers, it is the classroom teacher's influencing ability which initiates the "divine" principles of guidance.

The only purpose of listing the teacher here as having a responsibility is to emphasize her importance. Many books have been written through the ages stating, classifying, and clarifying the role of the teacher; therefore further explanation here would be redundant.

Two statements of caution are inserted. These statements are not intended to be original, but in the writer's experience their origin is not accessible.

1. A teacher should do her best at all times, but she should not feel it a loss of professional or personal prestige when she finds it necessary to ask for aid. This is wisdom.
2. When a teacher has given all within her ability, she should not feel personally responsible for the apparent failures of her students. Sometimes a quirk of personality in a student may be that spark of originality whereby the student earns his livelihood or gives something original to society.

School Nurse

The responsibilities of the school nurse will vary as have the other jobs with regard to the size of the school for this will determine the amount of time she will have for the personal touch to mental and

physical health problems and also limit the time to be spent with the personal health records in the cumulative folders. The following suggestions are listed for the school nurse:

1. Be alert to possible personal dangers to students and school employees
2. Act as a consultant for teacher and other school employees
3. Head projects such as eye and ear check-ups
4. Administer first aid to minor injuries and make referrals when more serious problems arise
5. Make home visits when necessary
6. Act as one of the key persons for the emotional release of students
7. Be a member of the guidance committee and act specifically when it falls within her field

The nurse's function listed under 6 may be very beneficial. She is a logical person for a student to go to when anxieties have reached a place which demand conscious or subconscious action. It may be the accepted pattern in an elementary school to go to the nurse's office whereas the counselor's office may be a new experience.

Referral Agencies

Many times a school will find that problems will arise that do not come under their jurisdiction, or the depth of the problems is so great the school cannot cope with them. When either type of problem arises, it is a show of wisdom to make a referral. No attempt will be made here to list all referral agencies as they number into the hundreds. The State of Illinois publishes a directory which lists referral agencies for religious sects, state agencies, and varied problem types. Every guidance service should possess this directory or its equivalent.

The Illinois State directory may be obtained by writing to:

Illinois Commission on Children
522 East Monroe Street
Springfield, Illinois

The directory title is Illinois Directory - Health, Welfare and Rehabilitation Resources.

Each community has a group of local agencies which are willing to help the school. Each community will differ, but they will come under the support of county, township, city, local club, or religious bodies. Each guidance program should build for itself a card catalog of the agencies offered in their particular community.

Individual Problem Approach

The individual problem approach may come about through one of the following five sources:

1. Referral by teacher
2. Social adjustment problem(s) arising on the playground
3. Request from parents
4. The result of a systematic search for possible future problems
5. Request from local law enforcement authorities

There may be blends of the five mentioned, but for a beginning program the bulk of the referrals will come from the teacher. As the program becomes established, the systematic search for possible problems should be used as a preventive system.

In the following actual case study, the teacher referral source was instrumental. The student will be referred to as Debra, but the test scores and reports are actual.

Case Study Material

1. Debra was referred by her teacher. (Form used is listed in APPENDIX II.) There were thirty-one in the class.
2. Debra was asked to come into the office with the question of how she was getting along. (This was not unusual for all new students are called in for an informal conversation.) Many facts were revealed in three face to face conferences with a counselor, and a few of the outstanding ones are listed below.

- a. Debra was an overdeveloped girl for her age. She would be classified as large but not fat.
 - b. Her background of experience was that of a much older girl.
 - c. She complained much about the way other girls were treating her.
 - d. She was very emotional. (Her teacher reported that she cried very easily, and it was not uncommon for her to cry in class.)
 - e. She continually referred to her real mother. (She was at present living with her father and stepmother.)
 - f. Several inferences were made that she would get a "beating" if her grades were bad or if she were in any trouble.
 - g. She expressed her delight in living with her real dad and that she liked her stepmother very much. (She now had a half-brother whom she liked to talk about.)
 - h. She was overanxious to please in any way she could.
3. At the beginning of the meetings with Debra, two things were requested.
- a. She was referred for a Diagnostic Intelligence Test and write up. (This appears in APPENDIX III.)
 - b. A sociogram was made of the class to help decide the extent of Debra's acceptance and rejection. (This sociogram appears in APPENDIX IV.) A more comprehensive sociogram should have been made for there was another girl in the class who was even less accepted than Debra.

It would have been revealing to have given the students a chance to have left two of the class uninvited to their party.

4. The nurse was requested to talk to Debra as her permanent record showed no information. (She had not been in the school long enough for the usual information to appear on her record.)
5. A meeting of the Guidance Committee was called to weigh the accumulated information. Debra's teacher was asked to meet with the committee as this was not her year to be on the committee.
6. The committee met and decided that outside help was not needed at present, but a request was made for Debra's parents to meet with the committee.

Many things grew from the meetings that followed. Many small decisions were made which would place Debra in a more favorable atmosphere and help her parents better understand a daughter which they had known for so short a time. Debra was also placed in the proper group of the school's "Developmental Reading Program." She met with the counselor for more face to face chats about herself, her school, and her future.

In retrospect, many other materials could have been helpful if the Guidance Committee had known about them, if time had permitted, or if more help had been available.

Another caution is here inserted that there should never be an exact pattern for all cases to follow. Some problems may be solved by only giving information, and another case may exhaust the committee's materials and outside help may be required. (This does not imply that outside help is to be used only as a last resort.)

It is expected that as a program develops there will emerge a

system of doing things that best suits the school. The system should not reach the stage of complete rigidity but should be evaluated from time to time in order for the proper changes to be made without bringing personalities into the program.

Group Problem Approach

As previously stated the group problem approach is not new, but the writer feels this approach has much greater potential than has been recognized in the past. This method of approach has been used by the writer during the past three years primarily because, under the conditions, it was the only way to get the desired results in a short time and with the assistance offered.

The grouping of the students should be purposeful, and the organization should have a definite, immediate objective of assistance to children.⁴ The grouping should have neither grade nor sex barriers, for many behavior problems are not those peculiar to a class and usually involve both sexes.

The approach of the group to a problem does not have to be the same, and the approach may change within the group. The trend of the problem may lead to new findings which could warrant a different approach. The group may become "bogged down," and a new approach may be the only way of saving face for the group. Suggested methods are given here with a precaution that the same type of problem may not be solved by the same method each time. A statement by Henry Weitz may be of value. "Guidance involves interposing new stimuli in the flow of behavior events which are capable of invoking new and more productive

⁴Harold F. Cottingham, Guidance in Elementary Schools, Principles and Practices (Bloomington, Illinois: McKnight and McKnight Publishing Co., 1956), p.129.

responses."⁵

If a given stimulus does produce a repeated behavior in the life of an individual, one can imagine what a group probably would be.

Suggested Method

1. Sharing of experiences by each individual within the group
2. A "why" session so that each person may have time to evaluate their own "whys" in the light of others
3. Special speakers
4. Slides or films that pertain to the problem
5. Evaluation of a questionnaire given to the peer group
6. A question and answer period on the "whys" of school rules and regulations (It is believed by the writer that most rules can be understood by most students attending school if given a chance.)
7. Methods suggested by the group

The writer is inclined to disagree with a statement made by Cottingham with reference to what may or may not be classified as group guidance. He says "if knowledge, skill, and concepts rather than personal problems serve as objectives the procedure can hardly be classified as group guidance."⁶ The weight here may be placed on the measuring of "handle," but the line separating knowledge, skill, and concepts from that of personal problems appears to be a fine one. It is the opinion here that most difficulties of students may be handled by the group procedure.

⁵Weitz, Personnel and Guidance Journal, XXXIX, 550.

⁶Cottingham, p.130.

Group Conference with Parents of Kindergarten
and Grade Four Students

Conferences with any group of parents could be very beneficial if used properly. The writer has chosen the parents of grade four and kindergarten children as conference groups for the following reasons:

- (1) Time limitation rules out the use of all grades for conferences.
- (2) Kindergarten and grade four are the levels where numerous new experiences are being confronted. This is especially true for the children in kindergarten as well as their parents.

A question may arise as to the unwillingness of parents to take time for group conferences. The following data plans for a project which did not materialize because the counselor was hospitalized, but the partial results of the plans will be of value.

Two fourth grade classes were involved. One class had twenty-five students and the other twenty-four. Forty questionnaires were returned. (These questionnaires may be found in APPENDIX V.) The results were as follows:

Five ————— I will not be able to attend.
 thirty-five — I will be able to attend.
 nine ————— These students were from the Baptist Children's Home. A phone call was received reporting that the room mother of the children and their social worker would be present.

Two of the parents unable to attend notified the school that they worked at a factory and were unable to get time off to attend. It has been the experience of the writer that most parents of elementary school student are not only willing to cooperate but seek opportunities to learn about their children.

Suggestions for the Conference Session

1. Orientation of school facilities

2. Common types of problems confronted in the particular grade
3. Special lectures with qualified speakers
4. Series of study sessions (The Department of Public Welfare offers a series of tracts entitled "ABC." They cover topics such as lying, stealing, destructiveness, discipline, obedience temper, etc.)
5. Question and answer periods about school problems

The group may want to form their own classes. Remember, the subjects are their children, and they are concerned and interested.

Guidance Committee

The guidance committee has the responsibility of setting and evaluating the guidance policies of the school and acting as an evaluating body and aid in group and case studies.

The committee should be determined by a systematic sharing among the faculty and others who show special interest and ability.

The chairman should be the counselor who by his training would be most qualified. If the committee's only jobs were to set policies and evaluate, the principal would probably be the person to act as chairman; but when the committee is expected to do the job as explained in the Case Study, it changes from an administrative function to one that deals with the learning process.

Further explanation may be necessary with regard to the policy of having all teachers serve on the committee at one time or another.

If the guidance program is to help the teacher to understand children and aid with guidance techniques, each teacher should be a part of the planning and evaluating.

Explanation here may clarify the two functions of the committee. This clarification may create the desire in some schools to have two committees. The principal serves as chairman of one with the counselor

advising, and the other is under the directorship of the counselor.

Policy Setting and Policy Evaluation

1. Plans for in-service programs
2. Coordinates and aids in curriculum activities
3. Evaluates the program and other school activities which may be affecting student behavior
4. Works out and states policies within which the program may function, making it harmonious with the total educational program

Evaluation of and Aid to Group and Case Study

This is the committee which works face to face with problems. The members of this committee may change frequently, using people who may be involved in a case study or persons who have special ability in a desired field. Some of their responsibilities are:

1. Study case problems and recommend possible solutions
2. Give aid to teacher and counselor in gathering data
3. Act as a conscious observer from the committee when a study is being made
4. Sit in counsel with parents and students when it is deemed advisable

As one adds to the two lists given, it is easily seen that their differences are great. One deals with pupils in a very personal way, whereas the other does not. In a small school one committee may have to act in both capacities, for most attendance centers operate with a limited number of teachers.

CHAPTER IV.

INITIATION PROCEDURES

Study of Present Conditions

As was stated in CHAPTER I, every school has some type of guidance program. It may have been organized or the result of normal school procedures. This should be a recognized part of the study for it is much more effective to offer further assistance to a teacher in her work than it is to inject a completely new concept into her thinking.

Below are listed some suggestions which may be helpful in making a study of a school before initiation of a guidance program.

1. What does the present system have that would automatically be a part of the program?
2. Are there special talents possessed by those of the teaching staff which may be used in a special way?
3. What problems are pressing at the present time, or what are the most disturbing elements at the time?
4. Do the plant facilities lend themselves to the program, or will changes have to be made?
5. Are there other agencies in the community which would be helpful in starting the program?

Immediate and Future Plans

As the program is introduced, it will take on two aspects:

- (1) those things which will be covered the first year, (2) a longer

range plan which will eventually be the basic program. This basic program should have a provision to take care of the immediate problems that arise for no amount of planning can cover all possibilities.

First Year Plans

It would be expecting too much to think that all personnel involved in the guidance program would agree to every aspect of the program. Areas of differed opinions become the concern of the principal and guidance director. Their positions not only fall heir to the job of looking for differed opinions but also allows them greater vision of the entire program.

Immediate problems must be handled when they arise. Immediate problems fall into two categories: (1) the "now" situations, (2) the problems which will culminate sometime within the year. Ways for handling either type of situation should be understood.

A part of the first year plan should be the future plans for the guidance program. If this is not included, the program will appear makeshift and meaningless not only to the teachers but to the community as well.

Future Plans

The long range guidance program of each school should be the findings of the committee suggested in CHAPTER III. As it was brought out, each school would be different, and that difference would be reflected in the program. Regardless of differences there are areas which should be a part of every guidance program. The areas grow out of the nature of students, changes in school personnel, and new community interest. These areas create problems from year to year which may be avoided if their study is included in the basic program. These were

discussed in CHAPTER II and are listed here only for emphasis:

1. School atmosphere
2. Teacher-pupil relationship
3. Teacher-parent relationship
4. Group and individual testing
5. Inservice program
6. Pupil problem identification
7. Group problem solving
8. Counseling on adult to student level

CHAPTER V

EVALUATION

Who Is to Evaluate?

Who is to do the evaluation? This is the big question behind any evaluating process for the very process itself indicates the search for weak points and failures. The process has a more positive nature, but this aspect of the evaluation causes no disturbances.

This positive nature of evaluation should bring out the strong points of the program. These strengths should be emphasized for they are indicators of success. The responsibility for the success should be brought out in such a way as to offset the criticisms. This gives status to all in the program.

The shortcomings of the program should also be pointed out as those of the program, rather than those of individuals. This does not mean that as the program is evaluated individuals do not recognize their weaknesses. The individual must make these findings for himself, or proper correction will not come. The staff should remember that the learning process effective in the classroom is operative in adults also.

The question of "who" should evaluate has not been stated.

Only the supporting philosophy has been mentioned. Merle Ohlsen presents a chapter in his book, Guidance: An Introduction, which covers the "Who."

He says because guidance, teachers, and administrative staffs are committed to the improvement of the service, moral support should come from

these groups.¹

It has been suggested by some that outside help be brought in as the evaluating team. This may be successful in a long established program, but in a new program those within the system should carry the greatest responsibility for the work. Ohlsen says that maybe a consultant working with the school committee would be profitable.² This may work satisfactorily for it takes more than enthusiasm and participation to accomplish an evaluation job.

A specific suggestion of "who" for the evaluation might be all those in the program if it is a small school. If it is a larger school, a special committee representing the three groups stated earlier with grade levels being represented in the teacher group might be set up. A consultant to work with the committee at special intervals may be called in for it would be too expensive for him to act continuously. This continuous action will be brought in as one of the characteristics listed in a program.

Characteristics

Lewis states that "one of the basic aims of the guidance program is to help the student develop self-direction and self-control."³ This may well be kept in mind as the characteristics of the evaluation show themselves. Cottingham has restated the following list from Magnuson in his Evaluation Pupil Program.

1. Evaluation includes all means of collecting evidence on student behavior.

¹Merle M. Ohlsen, Guidance: An Introduction (New York, Harcourt Brace, and Co., 1955), p. 409.

²Ibid., p. 410.

³Lewis, Illinois Educational Press Bulletin, LII, No.1, 32.

2. Evaluation is more concerned with the growth which the student has made than with his status in the group or the status of the school, or the program in relation to some national norm.
3. Evaluation is continuous; it is an integral part of all teaching and learning.
4. Evaluation is descriptive as well as quantitative.
5. Evaluation is concerned with the total personality development.
6. Evaluation is a cooperative process involving students, teachers, and parents.⁴

Many checklists, charts, and tools may be obtained to aid in the evaluation process, but they can be only as efficient as those who are using them. The administrator, the teacher, and the specialist determine individually and collectively the ultimate findings of the evaluation.

The findings will be the results of the attitudes and abilities of the teachers in the classroom for this is where the strength of the program lies.

⁴Henry W. Magnuson, "Evaluating Pupil Progress," XXI, No.6, quoted in Cottingham, pp. 259-60.

SUMMARY

A Guidance Program in the elementary school is essential today to meet the demands placed upon it by the American people. These demands have forced the child to be in school and have placed upon the school new responsibilities which a short time ago were carried by the home.

The very nature of children, their varied backgrounds, and the basic training they are expected to receive have placed demands upon the classroom teacher which in many cases surpasses her training and allotted teaching time. To relieve these situations, aid must come from outside the room, but most of this help must be operative within the confines of the class.

The help needed by the teacher to aid in her task cannot be that of chance. It will take the concentrated energies of all those within the school system plus someone to guide the program. This guidance must not be dictatorial but the result of study, evaluation, and selection. Those who ultimately use the selected information should play a big part in its choosing.

These aids selected will take the form of a program which should be aimed to help the student make proper choices and develop the skills needed in life. This program will be unique in that it should meet the needs of the particular school and be flexible enough for changing times and emergencies that arise.

Although the teacher in the classroom is the heart of the

guidance program, there are others who help in an effective way.

The principal, the counselor, school nurse, and referral agencies each play a key role in special problem cases. They also help to create an atmosphere which not only affects the students but aids in teacher effectiveness and promotes professional growth.

Aid will come to the teacher in many ways. It may be special help given to a student who needs more attention than she has time to give. To exchange information and gain understanding, the parents of her students may have conferences with the school authorities who are aware of the problems. The teacher may receive personal help or advice on particular problems. Regardless of how the help comes, it should always have the betterment of the students in mind.

As the guidance program develops in a school system, there will be methods, procedures, and findings which need evaluating. This evaluation will keep the program functioning within its purpose, and also allow the personnel within the school an expression of their opinions and findings.

The effectiveness of the program will be determined by the willingness of the personnel to work cooperatively for solutions to arising problems. Their willingness to accept individually as well as collectively the failures along with the successes of the guidance program and a purposeful inservice program will be the evidence of the success or failure of the entire guidance program.

APPENDIX I

Special Projects in the Elementary Field

Current Projects

1. Those of (a) Youth Development Center, Syracuse University, Syracuse, New York (Kindelsperger; Roth).
(b) Youth Studies Center, University of Southern California, Los Angeles, California, (Reining; Van Arsdol).
(c) Board of Education, New York, New York, (Kragman).
(d) Youth Board, New York, New York (Whelan).
2. Quincy Youth Development Project, Quincy, Illinois (Havighurst; Bowman).
3. Mental Health Research Program of the St. Louis County Health Department, Clayton, Missouri (Glidewell; Gildea).
4. Preventive Psychiatry Research Program, Iowa Child Welfare Research Station, State University of Iowa, Iowa City, Iowa (Ojemann).
5. Guidance Program, Santa Barbara City Schools, Santa Barbara, California.
6. Juvenile Delinquency Project, National Education Association, Washington, D.C. (Kvaraceus; Miller).
7. (a) Mental Health-Teacher Education Research Project, University of Wisconsin, Madison, Wisconsin (Withall).
(b) The Bank Street College of Education Project, New York, New York (Biber).
(c) The San Francisco State College Project, San Francisco, California (Wilhelms).
(d) The University of Texas Project, Austin, Texas (Peck; Barnett).
8. Provo Youth Project, Provo, Utah (Rafferty).

9. Character Education Project, Schenectady, New York.
10. Delaware Courses in Human Relations (Bullis and Associates).

Past Projects

<u>Name</u>	<u>Location</u>	<u>Year of Publication</u>
1. The Wickman Study	New York, New York	1928
2. The Olson Study	Minneapolis, Minn.	1930
3. The Rogers Study	Columbus, Ohio	1942
4. The Mangus and Woodward Study	Butler County, Ohio	1949
5. The Glueck Study	Boston, Mass.	1950
6. The Cambridge-Somerville Project (Powers and Witmer)	Cambridge and Somerville, Mass.	1951
7. The Battle Creek Study (Andrew)	Battle Creek, Mich.	1951
8. The Ullmann Study	Prince Georges County, Maryland	1952
9. The Santa Barbara County Study (Clancy and Smither)	Santa Barbara County, California	1953
10. The Bower Study	California (State-wide sample)	1958

Note: (a) This list consists of projects that deal with screening out maladjusted youth and/or setting up action programs.

(b) Names of people closely connected with projects are added in parenthesis.

(c) If you know of other projects or the exact titles of some of those mentioned here, share with us your information.

APPENDIX II

Student Reference Blank

Lincoln School

October, 1961
date

1. Name Debra Age 13 yrs. 10 mo. Grade 6 Teacher _____
2. Description of the action of the child which makes you believe help is needed.

Debra is constantly in motion and wanting attention. She cannot pass the opportunity of bothering any student who goes by her desk. I feel Debra can do better work.

3. What have you done to correct this problem?

Debra has been moved twice. She behaves best near my desk.

(I think she needs more help than I can give her.)

4. Parents name _____ Phone _____
- Address _____

5. Action

Immediate X Observe _____

6. List any test given the child and the result.

9-6-61 California Reading Achievement Form AA Score 95
G.P. 5.4

7. Grades while in school

King.

First

Second

Third

Fourth Reading-D Language-D Arithmetic-D Social Studies-D
Science-D

Fifth Reading-C Language-D Arithmetic-F Social Studies-D
Science-F

Sixth Reading-C Language-D Arithmetic-D Social Studies-D
Science-C (These grades are from the first six-weeks.)

Grades for the fourth and fifth grades are those made
in Debra's previous school.

8. Remarks that other teachers may have made on the permanent record.

APPENDIX III

Report of Guidance Department

Student Debra Date Tested _____ Birthday 12-16-1948

I. Wechsler Intelligence Scale for Children

Verbal Scale I.Q. - 105
Performance Scale I.Q. - 96
Full Scale I.Q. - 101

Verbal Scale Subtest Scores

Information I.Q. - 113
Comprehension I.Q. - 125
Arithmetic I.Q. - 81
Similarities I.Q. - 113
Vocabulary I.Q. - 94

Performance Scale Subtest Scores

Picture Completion I.Q. - 107
Picture Arrangement I.Q. - 100
Block Design I.Q. - 93
Object Assembly I.Q. - 100
Coding I.Q. - 79

II. Wide Range Achievement Test

Reading - 4.2 grade placement
Spelling - 3.5 grade placement
Arithmetic - 5.5 grade placement

Debra is a friendly, chubby, rather immature appearing child of normal intelligence but inferior learning tools. In other words, she is educationally rather than mentally handicapped.

Coming from a broken home and having lived with her stepfather who is mean to her and her mother when he is drunk, Debra came to live with her father and stepmother, seemingly to get away from an unsatisfactory environment. Debra appeared nervous and anxious during the testing, although she was always friendly and cooperative. According to her father, who brought her to the examiner, Debra has never done well in school, and there was real concern over where she should be

place in the _____ school. This examiner has written to the school Debra last attended for her complete academic records but has not received this information.

Debra's strongest academic **potential** appears to be in verbal reasoning, where she is functioning at the top bright-normal range or low superior area. Her general information is well above average.

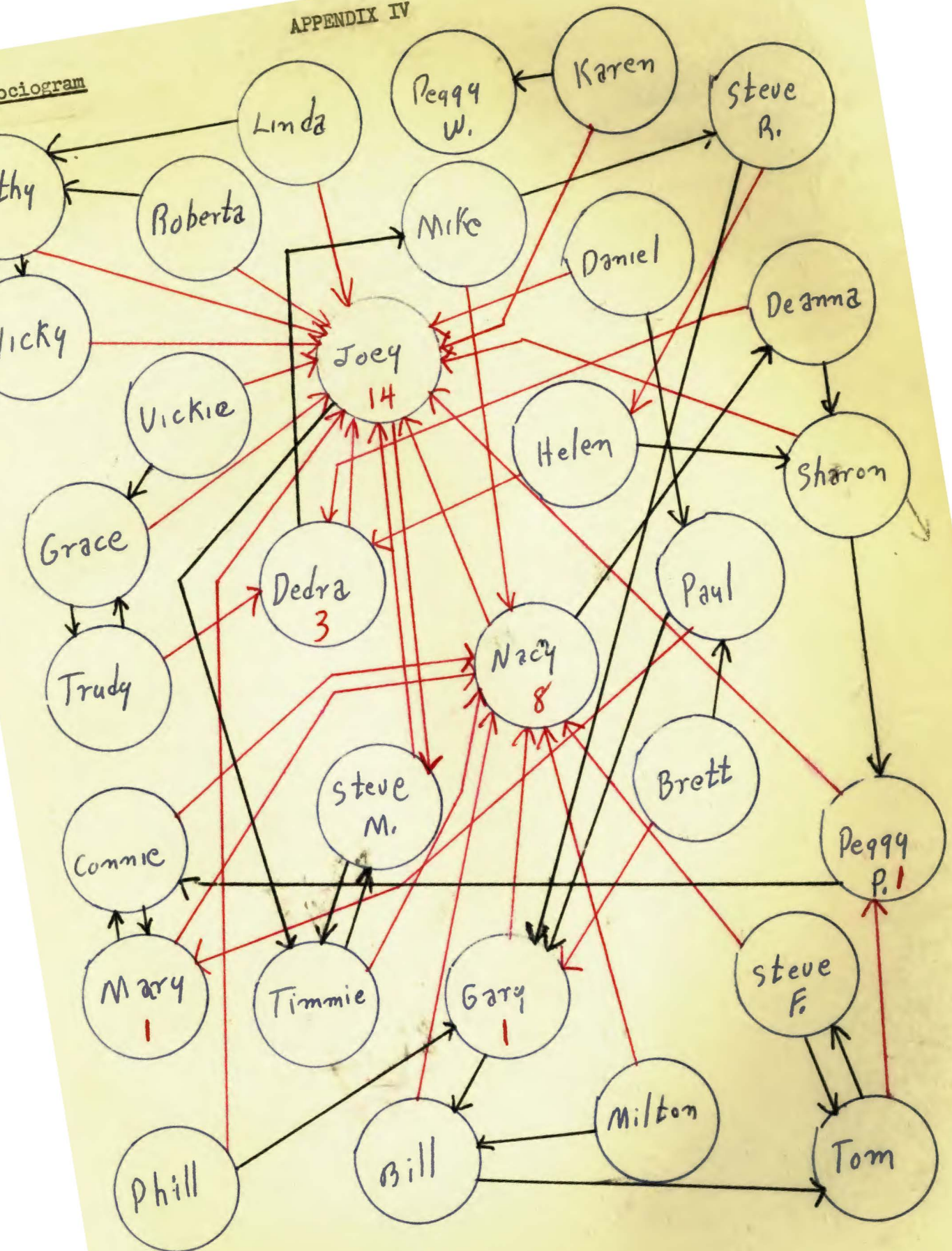
The Arithmetic Subtest in the W.I.S.C. yielded an I.Q. of 81 in the lower dull-normal range. These problems are all solved orally without the use of pencil and paper. Debra knew the correct process in most cases but could not concentrate. Her score appears to have been affected by her emotional make-up rather than by lack of native ability.

Debra's only other subtest score below the normal range was on the Coding Subtest. This is a speed test of visual motor coordination.

Since Debra's achievement test scores are well below her actual grade placement, an effort should be made to help her to develop reading and spelling skills beginning at her own level. This examiner gave Debra a Reading for Meaning book, grade four, with which to work. She is a child who seemingly will respond favorably to individual help and encouragement. In her new home environment, in which Debra appears to be well accepted by her stepmother who is helping her with her reading and her father, we might expect Debra's functioning in school to improve.

Examiner

ociogram



Red - last choice
Black - first choice

APPENDIX V

Questionnaire sent to all Parents:

____ City Schools
Lincoln Building

To Parents or Guardians of Fourth Grade Students:

This is a survey to find out how many parents would be willing to spend an afternoon discussing the problems of their children in the fourth grade.

We realize there are problems in all grades, but grade four is where many new concepts are introduced. It is also the grade when we change the grading system from "S", "M", and "U" to "A", "B", and "C".

Please fill out the portion below and return to school.

Respectfully,

Principal

____ I will not be able to attend.

____ I will be able to attend.

I would best be able to attend on _____ (Day of the Week)

Time - 1 P.M.

Place - Lincoln Cafeteria

Signed: _____
(Parent or Guardian)

First notice:

____ City Schools
Lincoln Building

To Parents of Fourth Grade Students:

What Meeting of fourth grade parents
When Wednesday, January 17th
Where Lincoln Cafeteria
Time 1:30 P.M.

We hope this date is satisfactory. It was impossible to pick a date when all parents could be present.

Respectfully,

Principal

Reminder notice:

____ City Schools
Lincoln Building

REMINDER:

Meeting of fourth grade parents
Wednesday, January 17th
Lincoln Cafeteria
1:30 P.M.

Thanks,

Principal

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